



# LA SEMP Table Top Exercise

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Situation Manual

Spring 2016

This Situation Manual (SitMan) provides exercise participants with all the necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but players may view other materials that are necessary to their performance. All exercise participants may view the SitMan.

## EXERCISE OVERVIEW

<b>Exercise Name</b>	LA SEMP Table Top Exercise
<b>Exercise Dates</b>	Spring 2016
<b>Scope</b>	This exercise is a seminar planned for 3 hours at each of the 9 regions within Louisiana. Exercise play is limited to First Responders, key school personnel, and Emergency Management personnel.
<b>Mission Area(s)</b>	Response
<b>Core Capabilities</b>	<p><b>Operational Communications:</b> Ensure the capacity for timely communications in support of security, situational awareness, and operations by any and all means available, among and between affected communities in the impact area and all response forces.</p> <p><b>Operational Coordination:</b> Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.</p> <p><b>Planning:</b> Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or tactical-level approaches to meet defined objectives.</p>
<b>Objectives</b>	<p>Review the current Tornado/Hazardous Weather plan’s ability to address a catastrophic event at a school in your parish in accordance with your district’s Emergency Operation Plan.</p> <p>Discuss your plan’s collaboration with First Responders and local NGOs in preparation and response for a crisis in accordance with your district’s Emergency Operation Plan.</p> <p>Review the current notification, accountability and reunification plans and their implementation after a severe weather event in accordance with your district’s Emergency Operation Plan.</p>
<b>Threat or Hazard</b>	Tornado
<b>Scenario</b>	A local middle school is severely damaged by an EF-4 tornado. Classes received notice 5 minutes before impact. There are numerous casualties and some fatalities.
<b>Sponsor</b>	Louisiana Governor’s Office of Homeland Security and Emergency

**Management**

Management (GOHSEP) in partnership with the Louisiana Department of Education (LADOE) SEMP

**Participating Organizations**

This seminar will include participation from parish and local agencies that would typically respond to a largescale incident and any non-governmental organizations (NGOs) available to support them.

**Point of Contact**

David Schultz  
Preparedness Section Chief  
LA-GOHSEP  
225-358-5656  
[david.schultz@la.gov](mailto:david.schultz@la.gov)

Michael Zaruba  
Exercise Officer  
LA-GOHSEP  
225-358-5263  
[michael.zaruba@la.gov](mailto:michael.zaruba@la.gov)

Rachel Schlatre  
Administrative Coordinator  
LA-GOHSEP  
225-358-5651  
[rachel.schlatre@la.gov](mailto:rachel.schlatre@la.gov)

## GENERAL INFORMATION

### Exercise Objectives and Core Capabilities

The following exercise objectives in Table 1 describe the expected outcomes for the exercise. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s). The objectives and aligned core capabilities are guided by elected and appointed officials and selected by the Exercise Planning Team.

Exercise Objective	Core Capability
Review the current Tornado/Hazardous Weather plan’s ability to address a catastrophic event at a school in your parish in accordance with your district’s Emergency Operation Plan.	Planning
Discuss your plan’s collaboration with First Responders and local NGOs in preparation and response for a crisis in accordance with your district’s Emergency Operation Plan.	Operational Coordination
Review the current notification, accountability and reunification plans and their implementation after a severe weather event in accordance with your district’s Emergency Operation Plan.	Operational Communications

Table 1. Exercise Objectives and Associated Core Capabilities

### Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

- **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.
- **Observers.** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.
- **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

- **Evaluators.** Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, policies, and procedures.

## Exercise Structure

This exercise will be a multimedia, facilitated exercise. Players will participate in the following 3 modules:

- Module 1: Watch & Warnings
- Module 2: Touchdown
- Module 3: Aftermath

Each module begins with a multimedia update that summarizes key events occurring within that time period. After the updates, participants review the situation and engage in functional group discussions of appropriate response issues. For this exercise, the functional groups are as follows:

- Key School Personnel
- First Responders

After these functional group discussions, participants will engage in a moderated plenary discussion in which a spokesperson from each group will present a synopsis of the group's actions, based on the scenario.

## Exercise Guidelines

- This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.
- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
- Decisions are not precedent setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.
- Issue identification is not as valuable as suggestions and recommended actions that could improve response efforts. Problem-solving efforts should be the focus.

## Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

- The exercise scenario is plausible, and events occur as they are presented.
- There is no hidden agenda, and there are no trick questions.
- All players receive information at the same time.

## **Exercise Evaluation**

Evaluation of the exercise is based on the exercise objectives and aligned capabilities, capability targets, and critical tasks, which are documented in Exercise Evaluation Guides (EEGs). Evaluators have EEGs for each of their assigned areas. Additionally, players will be asked to complete participant feedback forms. These documents, coupled with facilitator observations and notes, will be used to evaluate the exercise and compile the After-Action Report (AAR).

## MODULE 1: WATCH & WARNINGS

### March 31, 2016: 1:00 pm

Thursday afternoon and classes are in session. NWS has issued numerous severe weather warnings due to a front moving across our area from the west and that conditions will be favorable for tornadic activity. This weather advisory was forwarded to the school staff along with a link to the EOP this morning.

### March 31, 2016: 1:15 pm

NWS updates conditions to a tornado watch for our parish.

### March 31, 2016: 1:30 pm

NWS updates conditions to a tornado warning for our parish. Local media reports that multiple funnel clouds have been spotted 10 miles to the North West.

### Key Issues

- Multiple tornadoes have been spotted within 10 miles of the school
- The school is fully staffed with employees and students

### Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 1. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

### Key School Personnel

1. What people or agencies would/should receive this information?
2. Where would you put everyone? Has this been successfully accomplished before during a real world event or exercise?
3. What supplemental instructions would need to be given?

### First Responders

1. What people or agencies would/should receive this information?
2. Where would you go until the tornado passed over?
3. Do you have standing instructions pertaining to tornadoes impacting schools?

## MODULE 2: TOUCHDOWN

### March 31, 2016: 1:35 pm

Four wind shears converge into one mass and impacts six major areas of the city. At about 1:45 p.m. the tornado touches down at your largest school.

### March 31, 2016: 1:50 pm

An EF-4 on the Enhanced Fujita Scale with winds of 170 mph has cut a 500 yard path through 10 miles of the parish.

### March 31, 2016: 2:00 pm

Initial damage assessment is difficult. Complex of classrooms, auditorium, gymnasium, band room, athletic facilities, ROTC building and stadium are damaged.

Additional assessment finds the roof of one school hallway was lifted by the force of the storm, allowing the walls to collapse onto students, stadium clock blown to neighboring town 14 miles away, 330 damaged vehicles scattered in five parking lots, and all classrooms are damaged.

Within the parish:

- 374 homes with “major” damage
- 529 homes with “minor” damage
- 251 homes “affected”
- 239 homes destroyed



### Key Issues

- Multiple casualties and some are dead
- Some structures have collapsed with possible victims trapped under the rubble.

### Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 2. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

### Key School Personnel

1. How do you plan to gain accountability of everyone on campus?
2. Who are you going to notify?
3. What message would officials deliver to the general public?

## **First Responders**

1. How would your agency prioritize service between a school and other people/facilities in need?
2. Where would you establish the Casualty Collection Point (CCP)? Has this been practiced?
3. What message would officials deliver to the general public?
4. What local/state resources are available for this type of situation?
5. Do the Concept of Operations (CONOPs) address information/intelligence sharing adequately? If not, how could they be improved?
6. What other assets do you need and do Memoranda of Understanding/Agreement (MOU/MOA) exist to provide that?

## MODULE 3: AFTERMATH

### March 31, 2016: 2:20 pm

First Responders are on scene. There is no electricity, water, or phone connectivity in the remaining structures. Cellular service is sporadic and overloaded by high call volume. 2 of 3 VHF repeaters are lost causing police, fire and rescue squad to operate on one frequency.

### March 31, 2016: 2:25 pm

There is a natural gas line rupture at a nearby business. No fires have been reported but hydrants have little pressure. Extensive debris is blocking access to the scene but parents and media are still beginning to arrive.

### March 31, 2016: 3:00 pm

Army medical helicopters arrived on scene within minutes of tornado with physicians for field triage. Search and rescue has been called but it will take 2 hours to get their equipment through the debris. 8 students have been confirmed dead.

### Key Issues

- Ground access to the school
- Parents are anxious, students are dazed/scared, and media are making inquiries



### Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 3. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

### Key School Personnel

1. Who would you notify and how?
2. When would you notify them?
3. What information would you give them?
4. What is your Plan B (e.g., phone call, text message, e-mail)? Diagram your communication flow.
5. What assistance will you need?
6. What are your procedures for missing students or faculty?
7. What are your other concerns? Do you have the authority to make those decisions?

8. What changes would you make to your plan and/or training?

### First Responders

1. Who is in charge?
2. Who would you notify, how, and when?
3. What information would you give them?
4. What is your Plan B (e.g., phone call, text message, e-mail)? Diagram your communication flow.
5. Are there state and/or Federal laws that can be utilized? What are they, and who would advise on these matters?
6. What changes would you make to your plan and/or training?

## APPENDIX A: EXERCISE SCHEDULE

Time	Activity
<b>Spring 2016</b>	
0830	Registration
0900	Welcome and Opening Remarks
0915	Module 1: Briefing, Caucus Discussion, and Brief-Back
0940	Module 1 brief back
0950	Module 2: Briefing, Caucus Discussion, and Brief-Back
1030	Module 2 brief back
1040	Break
1050	Module 3: Briefing, Caucus Discussion, and Brief-Back
1130	Module 3 brief back
1140	Break
1150	Conclusion
1205	Closing Comments

## APPENDIX B: EXERCISE PARTICIPANTS

Participating Organizations
<b>Federal</b>
Federal Emergency Management Administration (FEMA)
National Weather Service
<b>State of Louisiana</b>
Governor’s Office of Homeland Security & Emergency Preparedness (GOHSEP)
Louisiana Bureau of Emergency Medical Services (BEMS)
Louisiana Department of Education
Louisiana Department of Children & Family Services (DCFS)
Louisiana Department of Health & Hospitals (DHH)
Louisiana Department of Public Safety (DPS)
Louisiana Department of Transportation & Development (DOTD)
Louisiana Office of State Fire Marshal (LSFM)
Louisiana Sheriff’s Association (LSA)
Louisiana State Police (LSP)
<b>Parish</b>
East Baton Rouge Parish
East Carroll Parish
East Feliciana Parish
Gretna Police Department
Jefferson Parish Fire Department
Jefferson Parish Sheriff’s Office
Jefferson Parish OHSEP
Jefferson Parish Public School System
Kenner Police Department
<b>NGO</b>
American Red Cross (ARC)
Louisiana Hospital Association (LHA)
Salvation Army

## APPENDIX C: RELEVANT PLANS

Excerpt taken from Jefferson Parish Public School System (JPPSS) Emergency Management Plan. Last Updated: July 2013

### Section IV – Critical Incident/Emergency Management

#### Tornado/Severe Weather (Tornado)

Each school develops a tornado drill annually. Procedures for both Tornado Watch and Tornado Warning are practiced.

Each school should develop a map to determine areas of shelter to be used during a tornado emergency. Areas of large roof expanses (gyms and cafeterias), and areas with considerable glass should not be used as shelters. The safest shelter areas are interior windowless rooms and hallways that have load-bearing walls and are on the lowest possible level. Upon request, Deputy Superintendent for facilities & (or) the Emergency Management staff will assist school staff in conducting a building assessment.

#### I. Tornado **Watch** Checklist

No funnel clouds have been sighted but weather conditions exist that are conducive to their formation.

The **Principal** responds as follows:

\_\_\_\_\_ Advise teachers and staff via the P.A. system that a tornado watch is in effect.

\_\_\_\_\_ Advise teachers to review the “drop and tuck” command and designated areas of shelter with students.

\_\_\_\_\_ Designate staff to monitor NOAA and television broadcasts for additional information.

\_\_\_\_\_ Bring students located outside of the building or in classroom trailers into the main building.

\_\_\_\_\_ Advise the custodian or building engineer to be prepared to shut off the main gas supply valve in the event of a tornado warning.

\_\_\_\_\_ Ensure that a plan is in place to assist special needs students and staff.

\_\_\_\_\_ Have an alternate plan of communication ready should there be a loss of power (e.g., bull horn, phone tree, runners, etc.)

The **Teachers** responds as follows:

\_\_\_\_\_ Review the “drop and tuck” command and designated areas of shelter with students.

\_\_\_\_\_ Close windows and blinds.

\_\_\_\_\_ Be prepared to “drop and tuck” under desks if the immediate command is given over the P.A. system or if there is an immediate need to do so.

## II. Tornado **Warning** Checklist

A funnel cloud(s) has been sighted or indicated on radar. The approximate location and direction is usually broadcast during the warning.

The **Principal** responds as follows:

\_\_\_\_\_ Advise teachers and staff of the tornado warning.

\_\_\_\_\_ Advise all teachers to escort classes to their pre-designated areas of shelter.

\_\_\_\_\_ Notify pre-designated staff to keep a look out in order to “spot” tornado funnels.

Depending on their position, these staff may need a means to make immediate contact with the Principal if a funnel cloud is sighted.

\_\_\_\_\_ Be prepared to give the “drop and tuck” command via the P.A. system if danger is imminent. Occupants may need to “drop and tuck” under desks if they have not yet been moved to areas of shelter in the school.

\_\_\_\_\_ Delay bus departures.

\_\_\_\_\_ Parents picking up students should be advised of the tornado warning and persuaded to stay with their child.

\_\_\_\_\_ Have immediate access to the contents of the “Emergency Response Kit” and distribute flashlights as necessary.

The **Teacher** responds as follows:

\_\_\_\_\_ Escort students to the pre-designated areas of shelter.

\_\_\_\_\_ Take a class roster and account for all students.

\_\_\_\_\_ Ensure that students sit quietly against a wall on the floor and that they understand the “drop and tuck” command.

\_\_\_\_\_ Close all fire doors and gates along the corridor to minimize injury from flying debris.

The **Custodian/Engineer** responds as follows:

\_\_\_\_\_ Shut off main gas supply valve.

\_\_\_\_\_ Be prepared to shut off all other utilities if necessary.

The **Bus Drivers** respond as follows:

\_\_\_\_\_ Drive at a ninety-degree angle from the funnel cloud and seek shelter in the closest building if there is time.

\_\_\_\_\_ If no building is available, highway underpasses can provide protection. Park the bus down wind so it will not be blown back to your position. Escort the students to shelter up under the underpass.

\_\_\_\_\_ If caught near the open, escort the students to a low area such as a ditch, ravine, or culvert.

\_\_\_\_\_ Have students lie face down with hands covering their heads.

\_\_\_\_\_ Report in as soon as danger has passed.

### III. Building is **struck** by a Tornado

#### Danger Signs:

1. Severe Thunderstorms - thunder, lightning, heavy rains, and strong winds.
2. Hail - pellets of ice from dark-clouded skies.
3. Roaring Noise - like a hundred railroad locomotives; a crashing thunderous sound.
4. Funnel - dark, spinning “rope” or column from the sky to the ground.

#### Drop and Tuck

#### Protect yourself:

- Lie face down.
- Draw your knees up under you.
- Cover the back of your head with your hands.

#### Fujita Tornado Scale

F-0: 40-72 mph, chimney damage, tree branches broken.

F-1: 73-112 mph, mobile homes pushed off foundation or overturned.

F-2: 113-157 mph, considerable damage, mobile homes demolished, trees uprooted.

F-3: 158-206 mph, roofs and walls torn down, trains overturned, cars thrown.

F-4: 207-260 mph, well-constructed walls leveled.

F-5: 261-318 mph, homes lifted off foundation and carried considerable distances, autos thrown as far as 100 meters.

#### Tornado Checklist

If a tornado is imminent, the **Principal** must:

\_\_\_\_\_ Ensure utilities are shut off.

\_\_\_\_\_ Call 911 and give a situation report.

\_\_\_\_\_ Determine who was injured and administer first aid.

\_\_\_\_\_ Carefully evacuate damaged areas.

\_\_\_\_\_ Notify the Superintendent, the Network Executive Director, and the Director of Emergency Management.

\_\_\_\_\_ Take roll and conduct a search for missing students and staff, if safe to do so.

\_\_\_\_\_ Account for and release students to parents only after a complete roll call has been reported.

\_\_\_\_\_ Maintain a list of all injured students and staff.

\_\_\_\_\_ Keep an accurate record of the hospitals to which any were sent.

\_\_\_\_\_ Establish a means to disseminate information to parents and media.

## APPENDIX D: ACRONYMS

Acronym	Term
AAM	After-Action Meeting
AAR	After Action Report
C/E	Controllers and Evaluators
DHS	U.S. Department of Homeland Security
EEG	Exercise Evaluation Guides
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FOUO	For Official Use Only
HSEEP	Homeland Security Exercise and Evaluation Program
IP	Improvement Plan
IPAWS	Integrated Public Alert & Warning System
JIC	Joint Information Center
LADOE	Louisiana Department of Education
LA-GOHSEP	Louisiana Governor’s Office of Homeland Security and Emergency Preparedness
LA-SAFE	Louisiana State Analytical and Fusion Exchange
LA SEMP	Louisiana School Emergency Management Planning
MOU/MOA	Memoranda of Understanding/Agreement
POC	Point of Contact
SAR	Search and Rescue
SEOC	State Emergency Operations Center
SitMan	Situation Manual
SME	Subject Matter Expert
TTX	Table Top Exercise
UCG	Unified Coordination Group
VOAD	Voluntary Organizations Active in Disaster